

Context

Following the National Lockdown in March, the government has acknowledged the negative educational impact that this has had on pupils' learning and wellbeing as well as the gaps that it has created in pupils' knowledge and understanding. When our pupils returned in September, for some it was the first time that they had been taught in the classroom by a teacher for nearly six months. Fortunately, here at Hacton, we were able to get several year groups back for at least two days a week in the summer term. Disadvantaged pupils have been especially affected in addition to Lockdown, there are a range of additional factors for this group when remote learning at home.

At Hacton, we provided a broad and balanced curriculum offer for home learning, ensuring that pupils had access to daily English and Mathematics lessons (including spellings and guided reading), as well as foundation subject work. During half terms, project work – including whole school projects such as 'Through the Window' were provided to ensure that pupils still had work to complete and to alleviate some of the pressure on parents who were still working at home. In addition to the work, all pupils were telephoned weekly by their class teachers or teaching assistants to monitor engagement with learning as well as their wellbeing; food parcels were also collected by our most vulnerable families.

All pupils at Hacton Primary School receive a high-quality education that ensures pupils flourish personally, socially and academically. Our curriculum aims to enrich learning, deepen knowledge, widen experiences and strengthen character. Despite Hacton's best efforts, some pupils have inevitably fallen behind as the EEF identified: children learn less when they are not in school. The purpose of this report is to: outline the objectives of our catch-up tuition programme; describe how the funding is being spent; explain how and why pupils were identified for the catch-up programme and finally and most importantly to identify the impact of what we have put in place.

Objectives

The objectives for our catch-up tuition programmes:

- To identify specific barriers to learning
- To support our most vulnerable groups
- To close the gaps created by COVID-19 by providing additional English and Mathematics tuition sessions thereby raising the attainment of these pupils

How were pupils identified?

The pupils who are receiving tuition were identified by class teachers and year group leaders early in the Autumn term, following their return in September. They were identified using formative assessment during classroom teaching, marking and feedback; subject-specific summative assessments such as phonics tests to identify particular areas where pupils have forgotten or misunderstood key concepts as well as standardised assessments in English and Mathematics. A significant proportion of pupils were also Pupil Premium pupils.

Summary of Catch-up Strategies

Lockdown and COVID-19 has undoubtedly affected all pupils differently as is the level at which each pupil engaged with the Hacton at Home learning; however, many pupils were identified as having similar gaps, which enabled us to group them to provide the best level of support. According to the EEF's COVID-19 Support Guide for Schools, one of the most effective ways of providing catch-up support for pupils is 'Targeted Support', which was the approach that we adopted at Hacton, focusing

on individual and small group tuition.

Strategies

- Personalised and targeted one to one support
- Targeted small group tuition
- Structured intervention programmes

Autumn Term

Intervention	Details	Cost
Booster Groups	<ul style="list-style-type: none"> • Teaching Assistants / Support Staff to deliver Reading, Writing and Maths booster sessions to targeted pupils who have fallen behind 	£4,320
Tuition	<ul style="list-style-type: none"> • Teachers to plan and deliver timetabled tuition sessions (before or after school) to bridge the gaps in children's learning 	£10,920
Extra Teaching Capacity	<ul style="list-style-type: none"> • Extra teaching capacity within Hearing Impaired Provision to support children with specific needs 	£7,020
Oxford Reading Tree	<ul style="list-style-type: none"> • Additional reading books to be purchased due to quarantining books between each use 	£2,500
Total Costs (Autumn)		£24,760

Spring Term

Intervention	Details	Cost
Booster Groups	<ul style="list-style-type: none"> • Teaching Assistants / Support Staff to deliver Reading, Writing and Maths booster sessions to targeted pupils who have fallen behind 	£432
Tuition	<ul style="list-style-type: none"> • Teachers to plan and deliver timetabled tuition sessions (before or after school) to bridge the gaps in children's learning 	£2, 925
Extra Teaching Capacity	<ul style="list-style-type: none"> • Extra teaching capacity within Hearing Impaired Provision to support children with specific needs 	£2,340
	<ul style="list-style-type: none"> • Extra teaching capacity to boost KS1 pupils 	£1,200
	<ul style="list-style-type: none"> • Extra teaching capacity to boost KS2 pupils 	£1,710
		Total: £5,250

	Total Costs (Spring) £10,947
	Total Costs to date Autumn: £24,760 Spring: £10,947 Grand Total: £35,707

The effect of this expenditure will be assessed in the following ways:

- Half termly data drops and pupil progress meetings to monitor, track and evaluate the progress of targeted pupils
- End of KS1 and KS2 assessment data

Updated: 15th March 2021